



Neighborhood Partnership Fund

Evaluation Project
FINAL DATA REPORT
September 2008

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DATA SOURCES:

- Pre- and post-surveys from FLI participants
- Web-based final survey of participants
- Feedback from FLI coaches compiled by PSU and NPF
- Interviews with agency executive directors
- Results of Performance Challenges compiled by NPF

RESPONSE RATES AND SAMPLE SIZES

Response rates differed for each data collection strategy. There were 17 pre surveys completed and 13 post surveys completed. There were 12 participants who completed both a pre and a post. Data on changes in participant knowledge and confidence are based on this subset. The web based survey was completed by eleven participants, and thirteen executive directors were available to complete interviews. Data about the final results of the performance challenges and feedback from coaches was collected by NPF.

ORGANIZATION OF FINDINGS:

Findings in this report are presented in four sections related to the overarching goals for FLI.

The goals were:

- I. Diversify the leadership base of Oregon's CDC Industry,
- II. Enhance the competence of emerging leaders in the industry.
- III. Create a Support network among Future Leaders Initiative participants (peer to peer) and industry leaders (external) to minimize isolation and broaden their relationships.
- IV. Incorporate Performance Challenges from the Future Leaders Initiative into their CDCs.

GOAL I. DIVERSIFY THE LEADERSHIP BASE OF OREGON'S CDC INDUSTRY.

FLI addressed this goal by recruiting 7 participants of color and 10 women to complete the training program. FLI also recruited 6 participants from outside of the Portland Metro and 3 who were outside of the CDC industry.

GOAL II. ENHANCE THE COMPETENCIES OF EMERGING LEADERS

Data in this section were drawn from pre- and post-surveys of FLI participants, a web-based follow-up survey, and interviews with agency executive directors.

The pre-post surveys were administered prior to the start of the training program and following the last training module. Participants were asked to report on their knowledge and confidence in six areas that were covered by the training: *Leadership Skills, Communication/Networking, Policy and Action, Organization Management, Cultural Competence/Diversity, and Outcome Measurement.*

In all areas (and on virtually all individual items), participant reports of knowledge and confidence were on average substantially higher at the end of the training than at the beginning, and in some areas dramatically higher. Participants reported separately on their knowledge and their confidence on each item. There was little difference, however, in average ratings on knowledge versus confidence and the trajectories from pre- to post-surveys were similar. For this reason, data presented here are based on the ratings of knowledge but reflect participant confidence as well.

Leadership Skills

Participants rated their level of knowledge/confidence prior to and following the training on ten skills related to *Leadership*. Ratings were on a five point scale from 1 "no knowledge" to 5 "a great deal." At the start of training, the majority of respondents scored themselves at a midway point, with an average rating of approximately 3-3.5 on most items. However, trainees rated themselves as less slightly knowledgeable in several areas, notably "using 'story' as a change tool" and "challenging your organization to achieve higher levels of performance."

By the end of the training, average ratings had gone up on *all* ten items. The largest increases were in the areas where trainees felt the least knowledgeable at the start. Increases in the percentage of participants who rated themselves either 4 or 5 from beginning to end of the training ranged from 18% to 30% or more on some items, for example:

	Pre-test ratings 4-5	Post-test ratings 4-5
Challenge your organization to achieve higher levels of performance	10%	100%
Use story as a change tool	0	46%
Increase the number of people who are taking responsibility for carrying out the [agency's] vision.	36%	82%
Utilize mistakes as well as successes to move the organization forward.	64%	82%

Comments from participants help illustrate their reports of increased knowledge and confidence:

"The DECS tool ensures that I am clear about my concerns and ways to improve/or complement performance."

"I am better at reading personality types (red, green, blue) as well as understanding my own."

"...bring others into the process and decision making and act more as a facilitator rather than the most productive team member."

"Distinguishing role from self is critical to anchoring a leader"

"[Learning] 'How Successful People Succeed' - Fear Equals excitement; suppress fear and suppress passion"

Communication and Networking Skills

Participants rated their level of knowledge/confidence prior to and following the training on four skills related to *Communication and Networking*. Three of the four items had an average rating of 3.7 suggesting moderately high levels of perceived knowledge/confidence at the start of the first session.

However, by the end of training, average ratings increased on ***all*** of the four items. Two items had increases of 30% or more in the number of participants who rated themselves at the high end of the scale.

	Pre-test ratings 4-5	Post-test ratings 4-5
Devise and implement public communication strategies for your program, organization or issue.	18%	82%
Develop and sustain collaboration between your organization and other organizations or agencies.	55%	91%

What changed for participants, in their own words, included:

"I am a better communicator, I can organize my thoughts and goals, and I have learned to not make excuses."

"...taking a risk and going public, asking for others support and help in accomplishing y goals...celebrating the successes"

Policy and Action Skills

Participants rated their level of knowledge prior and following the training on three skills related to *Policy and Action*. Participants on average rated their knowledge at the start from 2.9-3.2, i.e., somewhat lower than in other areas. Knowledge on all three items related to Policy and Action Skills increased, with two items showing increases of more than 30% in ratings of 4 or 5 on the scale.

	Pre-test ratings 4-5	Post-test ratings 4-5
Identifying specific economic and political trends that affect your organization or your clients.	36%	73%
Thinking about the effects of outside economic and political factors on your organization.	36%	64%
Creating and initiating an action plan to influence local and/or state level change.	36%	46%

Participants noted different aspects of what they learned:

“Identifying economic trends within the organization”

“Costs are Cool...get over technical fears of reading financials and learn to use the data to read the pulse of the organization”

“More thinking and learning about systemic reasons for my organization to exist.”

Organizational Management Skills

Thirteen items addressed knowledge about *Organizational Management*. In this area, average initial ratings showed the greatest variability, ranging at the low end from 2.5- 2.9 for “using theory of change to guide program planning” and “identify and accommodate different styles of working and leadership in your program” or “manage people with difficult personalities to achieve successful work outcomes” to an average rating of 3.7 to 4 (expressing more perceived knowledge and confidence) in areas such as “provide supervision and feedback to employees” and “facilitate meetings effectively.”

Ratings for all but two items related to Organization Management increased from the beginning to the end of the trainings, in some cases substantially.

	Pre-test ratings 4-5	Post-test ratings 4-5
Managing change within your program.	64%	100%
Facilitating meetings effectively (accomplish task, stay on agenda, complete in a timely manner).	73%	100%
Developing a work plan with specific measurable outcomes.	36%	91%
Using a theory of change to guide program planning.	18%	64%

On two items, however, fewer participants rated themselves as knowledgeable at the end of the training than at the beginning. These were:

- **"Hiring people for the organizations," where ratings of 4-5 fell from 82% prior to the start of the training program to 73% at the close.**
- **"Identifying, securing and deploying resources to implement a program," where ratings of 4-5 fell from 73% to 64%.**

More information from participants would be needed in order to interpret these results. However, it may be that emerging economic realities for organizations, combined with information and critical thinking fostered by the training, caused participants to perceive more difficulties in these areas and to feel less confident and knowledgeable at the end off the sessions than at the beginning.

Cultural Competence/Diversity Skills

Seven items addressed participants' knowledge/confidence regarding issues of *Cultural Competence and Diversity* within their organizations. Average ratings at the start of the training ranged from a low of 2.9 ("recruit and retain employees from a variety of backgrounds"; "create and consciously evaluated how welcoming your work environment is to your diverse workforce") to a highest average rating of 3.6 ("recognize personal biases and their influence..."). Most ratings were on average 3.0-3.2.

The increase in the percentage of participants rating themselves as knowledgeable in the areas of *Cultural Competence/Diversity* increased across all items, and dramatically in some areas, as illustrated below:

	Pre-test ratings 4-5	Post-test ratings 4-5
Managing people from a variety of backgrounds to achieve successful work outcomes.	46%	82%
Identifying structural inequalities in the organization or community, and recommend policies, practices and/or behaviors that may remove or reduce the negative impact of these inequalities.	18%	91%
Creating/maintaining programs and communication strategies that respect and incorporate cultural values and norms of your clients and their communities.	36%	82%
Creating a work environment that is welcoming to a diverse workforce. Consciously evaluate how welcoming your work environment is to your diverse workforce.	18%	55%

Participants commented:

"I need to revisit our policies to make sure that they aren't punishing our residents"

"[We] collaboratively developed marketing brochure to increase IDA participation by households of color."

Outcome Measurement Skills

Knowledge/confidence in *Outcome Measurement* at the start of the training was moderate, with ratings ranging from an average of 2.9 ("design methods/instruments to measure outcomes" and "incorporate outcomes in all aspects of your programs") to a high of 3.5 ("define measurable objectives" and "monitor outcomes over time"). Again, participants who rated themselves as knowledgeable increased in all areas, with dramatic increases in areas where participants felt less knowledgeable/confident at the start.

	Pre-test ratings 4-5	Post-test ratings 4-5
Defining measurable outcomes.	55%	91%
Incorporating outcomes in all aspects of your program (for employees, programs, and agency).	27%	100%
Designing methods/instruments to measure outcomes.	18%	91%
Using outcomes for program planning.	18%	91%
Distinguishing between outcomes, process indicators, objectives, and tasks.	46%	91%
Monitoring outcomes over time.	55%	91%

Increases in knowledge and confidence were reflected also in participant's comments:

"Certainly the notion of performance challenges, using SMART goals has been a tremendous help in thinking through the impact of change on an organization."

"Gathering and analyzing data takes time and focus when you control the data. When another organization controls the information it takes a lot more time and focus"

"SMART goal setting has been particularly valuable for me. I have moved three of my programs from having general activities to reporting on outcomes based/SMART goals in FY 08-09"

Observations of Agency Directors

Interviews with executive directors about the impact of FLI on their employees reinforced participants' self-report of change. Directors particularly noted increases in *Communication and Networking skills, Management skills*, and overall confidence:

- *"I would say she has become more verbal and extroverted... This came directly from her involvement with FLI. The committees she staffs run better and she is more able to involve and communicate with others."*
- *"I would say she has become more collaborative in her style of communicating. She is better at consensus building and checking in with people to get a wider perspective. This has positively impacted our organization..."*
- *"Conscious about his interactions with others....improvement on seeing where other perspectives might be coming from..."*

- *"She has grown in her approach to problem solving and project management...it really helped her think through [a transition to a new program]."*
- *"In the last year he has gotten more into supervision ...thinking more about supervision. The training gave him a forum to explore and learn about how to do that, how to manage."*
- *"I think she is more assertive and more self-confident...more secure in her own decision making."*
- *"A level of confidence in her knowledge of the issues she specifically focused on, but also confidence in general. Because she has increased her confidence, her work has gotten better and therefore our organization has been bettered."*
- *"...she is performing with more confidence and taking the initiative to take on new projects..."*

GOAL III. CREATE A SUPPORT NETWORK AMONG FUTURE LEADERS INITIATIVE PARTICIPANTS AND INDUSTRY LEADERS TO MINIMIZE ISOLATION AND BROADEN THEIR RELATIONSHIPS.

Data on the impact of FLI on participants' networking was drawn from the web survey completed by participants after the last training module and from interviews with executive directors after the close of the program. Participants and their executive directors were asked about participants' outreach to peers and leaders in the industry. All but one participant reported having reached out to other peers and/or leaders in the industry while working on their performance challenge. Seventy-three percent of participants reported having connected with new funders and two of these participants asked funders for support to meet their performance challenge.

Participants and executive directors noted the importance of the relationships developed:

"I made life long friends and made my network much larger with reliable people. I reached out so much I lost count...." (participant)

"I think it was very valuable to meet and build a peer group." (participant)

"I am able to call upon my colleagues throughout the state. This is a wonderful resource and the peer support will continue for years to come." (participant)

"...she has strengthened the relationship our organization has with lenders and funders in the community." (executive director)

"I have seen more confidence and a willingness and ability to reach out to others beyond our organization... The impact on our organization has been positive." (executive director)

GOAL IV. INCORPORATE PERFORMANCE CHALLENGES INTO CDCS

The performance challenge, a significant component of the FLI program, was completed by all participants except one who exited the program in January 2008. Performance challenges were designed by participants early in the program and reflected what participants identified as important to their organizations and to their own learning.

Specific challenges among participants included:

- o diversifying funding streams;
- o increasing IDA participation among households of color;
- o reducing the number/rate of evictions; and
- o enhancing organizational capacity.

Participants reported learning new skills and applying these skills to their performance challenge.

"The performance challenge pushed us to come up with some results for all the training we were receiving and made us put newly learned skills into practice right away."

New skills learned included how to set goals, getting "buy in", and inspiring teams. What participants learned in their own words, included:

"The challenge in inspiring people to change their behavior, even when they 'buy-in' to the idea of the change."

"SMART goals and outcomes. How to measure (what I thought was) qualitative data."

"Build buy-in before you have to rely on it. It is really really nice to have a coach."

"...scan from the balcony..."

"How successful people succeed; Six Response to Fear...Seven Revolutions..."

"Perils of Adaptive Change."

"Leadership is as much a learned skill as it is an art."

"Often working toward the challenge is more rewarding than the challenge itself."

"Recognize limitations and readjust quickly."

Participants were asked what was helpful in completing their performance challenge and both at mid-term and the end of the program participants cited coaching as helpful and a critical component to the FLI program. Coaching sessions addressed specific leadership topics defined by the coach, performance challenge status, and/or personal leadership goals and challenges.

Midway through the training program, participants said about the coaching:

"Very helpful. I wouldn't be where I am on the performance challenge without the coaching."

"Definitely helps me stay on track with my performance challenge."

"I really like the coach and the time is well spent."

At the end of the program, citing what was most helpful, participants said:

"This coaching and the peer group."

"Coaching and peer group support."

"The caliber of the instructors, coaches and peers."

"The coaching coupled with the peer support groups."

"The materials, guest speakers, books and the staff who provided us support."

The completion of the performance challenges impacted the industry by increasing funding, strengthening organizational capacity and increasing IDAs for communities of color.

Accomplishments reported by participants included:

- Raised \$95,000 toward \$125,000 goal to create a revolving development account to be invested in property for future development.
- Developed an "in-house" funding stream that yielded 13% profit margin, 2.07 debt coverage ratio, and \$14,322 positive cash flow.
- Monthly average of orientation attendees from communities of color rose by 126%; 48% of orientation attendees were from communities of color; 42 new active buyers from communities of color; 3 new buyers from communities of color purchased a home.
- 68% increase in the number of homeownership IDA accounts opened by households of color.
- 9% increase in revenue; customer satisfaction improved 23%; 2% increase in evictions; 10% reduction in police calls for services.
- Increased private dollars to the organization from 115,000 to 302, 575.
- Increased number of new IDA accounts by 333%; redesign of the IDA program to allow greater autonomy; MESA initiative created between high school, one community college, ten private colleges and universities.
- Raised 100,000 of 200,000 goal to provide additional subsidy assistance for nonprofits to enhance their minority homeownership programs.
- 35% percent decrease in evictions; 110% increase in non-payment of rent notices; no change in housekeeping notices given; no change in housekeeping notices given, and 120% increase in notices for inappropriate behavior.
- Diversified funding stream for HomeOwnership Center receiving \$84,500 from 4 different sources.
- 10% increase in employment at exit and 36% increase in exit to permanent housing.

- Increased cash flow at six properties by 197%.
- Added .5 FTE for education/outreach and resident community building.
- Recruited 55 volunteer and placed 45 of theses; hosted 2 Event days; increased staff requesting volunteers by 18%.

All of the executive directors interviewed reported that they had incorporated the participant's performance challenge into the agency. Executive directors also recommended that in the future they be more involved in planning the performance challenge. They reported this would help them be more supportive and to assist participants in identifying reasonable goals. Coaches agreed with this suggestion.

"Her challenge has opened up a major new line of business for us." [executive director]

"We now have some better monitoring tools for some of our projects. We better monitor finances, tracking, outcomes, and more. This is also helpful as it gives us better data to evaluate our housing projects." [executive director]

"We are much more structured now in thinking about our asset management."
[executive director]

SUMMARY

In sum, the Future Leadership Initiative appears to have made a large and positive impact on participants and their organizations. Individual trainees not only learned new skills but also applied them in ways that enhanced their personal and professional growth and their capacity to serve the industry. Participants, their executive directors and their coaches universally affirmed the contribution of the training program.

"Every session was filled with great exercises, topics, and information that I have used both personally and for my career."

"It was an amazing group to be a part of."

APPENDIX

A. INTERIM DATA REPORT

B. OVERALL PRE MEASURE

Appendix A:
Future Leaders Initiative Evaluation
INTERIM DATA REPORT
February 2008

Overview

The evaluation of the Future Leaders Initiative training program is aimed at capturing the impact of the program along several dimensions, including:

- o the level of *knowledge* among participants about specific skill areas related to leadership;
- o the *confidence* of participants in their *ability to utilize knowledge* from the trainings;
- o *behaviors and actions* of participants in their leadership roles;
- o the *performance challenge* and its impact on participants and organizations.

Participants completed a baseline survey of their *knowledge* and *confidence* prior to the start of the first training module. The survey included 43 items organized by the following topic areas: leadership, communication-networking, policy and action, organizational management, and outcome-measurement. For each item, participants rated their level of knowledge and confidence on a 5-point scale (5 = 'very much'). This survey will be administered again after the end of the final training module so that any change in the level of knowledge and/or confidence can be assessed.

In most areas at baseline, the majority of participants scored their amount of knowledge toward the middle of the scale (3) and in many cases toward the higher end of the scale (>3) on individual items. In a few specific content areas, participants scored toward the low end of the scale (<3). For the majority of items participants reported equal or less amounts of confidence in their ability to apply their knowledge. In a few items participants reported slightly more confidence than knowledge. For example, the mean score for knowledge about *developing a work plan with specific measurable outcomes* is 3.2 and the score for confidence in applying this skill is 3.5.

To capture interim results and to provide more detail about the impact of the training modules, at the close of each module, participants are asked: *Are there things you anticipate doing differently because of what you learned?* Then, at the start of the next training module, participants are asked: *What have you done differently as a result of the last training session?* Notably, participants not only were able to identify specific ways in which they anticipated using new knowledge/skills when they left the May training session, but appeared also to have followed through on these plans by the time they reconvened in October.

Baseline data on knowledge and skills, as well as examples of specific behaviors/actions that were anticipated and those that occurred between sessions are presented below. Additional feedback on the program, based on telephone interviews with participants, follows.

Data Report

LEADERSHIP

Data about participants' leadership knowledge are presented in Table 1. For eight of the ten items the mean score was in the upper range (> 3.0) of the 1 to 5 scale. Participants reported the least amount of knowledge about how to *use story as a change tool* and *challenging your organization to achieve higher levels of performance*.

Table 1.

Number of responses per rating (1 – 5) and the mean score for leadership.

LEADERSHIP	How much do you KNOW about how to...					Mean
	1	2	3	4	5	
Make major policy or program decisions.	0	1	5	9	1	3.6
Balance the interests of different stakeholders in making decisions.	1	2	3	8	2	3.5
Articulate a vision for your organization/ Program that includes the vision of others	0	0	7	9	1	3.6
Increase the number of people who are taking responsibility for carrying out the vision.	0	2	8	6	1	3.5
Encourage the creativity of others to solve problems.	1	1	7	6	2	3.4
Utilize mistakes as well as successes to move the organization forward.	1	1	5	9	1	3.4
Provide leadership and problem solving in response to new and unfamiliar challenges.	0	0	9	7	1	3.5
Use "story" as a change tool.	4	5	7	1	0	2.3
Challenge your organization to achieve higher levels of performance.	1	3	8	5	0	3.0
Build and lead effective teams.	1	3	4	9	0	3.2

After completing the training session in May participants identified several ways they anticipated applying the material including:

- using SMART language,

- addressing fear,
- analyzing mistakes,
- creating positive environments,
- delegating and incorporating others in decisions and tasks, and
- self-care.

“Doing more with my staff to really build a team and work toward a common vision rather than simply managing their activities.”

In September a vast majority of participants had applied knowledge and skills about leadership by:

- engaging partners and staff,
- working more strategically,
- facilitating meetings,
- focusing on “story” as a change tool,
- changing ways people interacted with staff to be more collaborative, and
- engaging staff and co-workers in planning and working toward a vision.

COMMUNICATION-NETWORKING

For each item about communication-networking the majority of participants rated their amount of knowledge as four (see Table 2). Participants reported the least amount of knowledge in how to *devise and implement public communication strategies for my program, organization, or issue.*

Table 2.

Number of responses per rating (1 – 5) and the mean score for Communication-Networking,

COMMUNICATION – NETWORKING	How much do you KNOW about how to...					Mean			
	Nothing	A Great Deal	1	2	3	4	5	
Speak publicly or present to another organization, public hearing, public meeting.	0	1	3	12	1				3.8
Consciously develop relationships that benefit my organization.	1	0	4	9	3				3.8
Devise and implement public communication strategies for my program, organization, or issue.	1	3	9	2	2				3.1
Develop and sustain collaborations between my organization and other organizations or agencies.	0	2	3	10	2				3.7

Although trainers reported only presenting material relevant to the item *consciously developing relationships that benefit my organization*, participants reported several ways they anticipated using the materials including:

- taking on “host” responsibilities,
- using small talk with funders,
- conversational skills,
- having three things in mind before going to a gathering,
- take responsibility for the introduction, and
- having positive messages.

“I think the communication piece was exceptional. I know this will help me grow personally and professionally.”

When asked, at the beginning of the second training, if they had done anything differently as a result of the previous training participants reported:

- taking on more public speaking opportunities,
- taking a moment to gather thoughts before presenting,
- implementing a new communication strategy focused on relational strategies,
- increasing partnerships,
- focusing on the “story” when working with government agencies, and
- facilitating meetings without assistance.

POLCIY AND ACTION

Data about policy and action are reported in Table 3. Participants’ mean scores were more toward the lower end of the scale than the previous two topic areas.

Table 3.

Number of responses per rating (1 – 5) and the mean score for Policy-Action.

POLICY AND ACTION	How much do you KNOW about how to...					Mean
	Nothing	Great Deal			
	1	2	3	4	5	
Identify specific economic and political trends that affect my organization or my clients.	0	6	5	4	2	3.1
Think about the effects of outside economic and political factors on my organization.	1	2	7	5	1	3.2
Create and initiate an action plan to influence local and/or state level change.	2	4	6	4	1	2.9

Participants anticipated applying the material about policy and action by:

- thinking globally,
- future thinking,
- thinking about how to get to Q4, and
- thinking differently.

“I will become more involved with the world around me.”

Participants applied what they learned about policy and action by:

- updating polices and procedures,
- thinking about a 3-5 year plan,
- using current economic information to inform practice,
- using data to plan for the future,
- examining economic downturn and the effect on charitable giving, and
- attending more policy meetings.

ORGANIZATION MANAGEMENT

Table 4, reports data about organization management. The mean score for most items represents the middle of the scale. The lowest mean scores were for *managing difficult personalities* and *using theory to guide change*.

Table 4.

Number of responses per rating (1 – 5) and the mean score for Organizational Management.

ORGANIZATION MANAGEMENT	How much do you KNOW about how to...					
	<i>Nothing</i> <i>A Great Deal</i>					Mean
	1	2	3	4	5	
Hire people for my organizations.	0	3	1	9	4	3.8
Retain the right people for the organization	2	2	4	7	2	3.3
Manage conflict among employees.	2	1	6	6	2	3.3
Identify and accommodate different styles of working and leadership in my program.	1	5	7	2	2	3.2
Manage people with difficult personalities to achieve successful work outcomes.	2	4	4	7	0	2.9
Manage change within my program.	1	3	6	7	0	3.1
Provide supervision and feedback to employees.	0	1	5	8	3	3.7
Facilitate meetings effectively (accomplish task, stay on agenda, complete in a timely manner)	0	1	2	9	5	4.0

Identify, secure, and deploy resources to implement a program	1	2	4	7	3	3.5
Develop a work plan with specific measurable outcomes.	0	4	7	4	2	3.2
Develop and manage a budget	2	3	3	7	2	3.2
Read and understand my organization's financial statements and balance sheet.	0	4	7	3	3	3.3
Use a theory of change to guide program planning.	5	2	7	3	0	2.5

Participants identified several ways they anticipated applying the material about organization management including:

- articulate outcomes and move away from activities,
- providing constructive criticism,
- identifying fears, and
- using "costing".

"Providing the right kind of 'reassurance' or line of questioning can help manage conflict."

Participants implemented the material they learned about organization management by:

- developing a conflict management committee,
- talking to staff about the art of making mistakes,
- creating different employment and hiring processes, and
- using a consistent narrative.

CULTURAL COMPETENCE

Participants reported having the most knowledge about personal bias with an average score of 3.7. The average score for the remaining items ranged from 2.9 – 3.3.

Table 5.

Number of responses per rating (1 – 5) and the mean score for Cultural Competence.

CULTURAL COMPETENCE - DIVERSITY	How much do you KNOW about how to...				
	1	2	3	4	5
Recruit and retain employees from a variety of backgrounds	4	1	4	8	0

Manage people from a variety of backgrounds to achieve successful work outcomes.	3	1	4	9	0	3.1
Recognize personal biases and their influence on decisions, interpersonal communications and behaviors in a variety of situations	0		7	8	2	3.7
Identify structural inequalities in the organization or community, and recommend policies, practices and/or behaviors that may remove or reduce the negative impact of these inequalities	0	4	9	2	2	3.1
Create/maintain programs and communication strategies that respect and incorporate cultural values and norms of my clients and their communities	1	2	7	6	1	3.3
Create and consciously evaluate how welcoming my work environment is to my diverse workforce.	0	7	7	1	2	2.9
Include consumers of service in program planning and implementation.	1	4	7	4	1	3.0

Participants reported that they would like more information on concrete ways to implement culturally competent practices. A few participants reported ways they had applied material about cultural competence including:

- getting a resident on a local board, and
- reflecting a more diverse customer base.

Only two topics from the scale were addressed in the May training. We will re-assess participants' application and comfort with this material as more is provided through continued trainings.

“Will try to be inquisitive of and nonjudgmental of those with different/opposing beliefs so that I can understand them and build alliances.”

OUTCOME MEASURMENT

The data about outcome measurement is reported in Table 6. The mean score for most items reflects the middle to lower end of the scale.

Table 6.

Number of responses per rating (1 – 5) and the mean score for Outcome Measurement.

OUTCOME - MEASUREMENT	How much do you KNOW about how to...					Mean			
	Nothing	A Great Deal	1	2	3	4	5	
Define measurable outcomes.	0	1	8	7	1	3.5			
Incorporate outcomes in all aspects of my program (for employees, programs, and agency).	1	4	7	5	0	2.9			
Design methods/instruments to measure outcomes.	1	3	9	4	0	2.9			
Use outcomes for program planning.	0	3	10	3	1	3.1			
Distinguish between outcomes, process indicators, objectives, and tasks.	0	5	6	6	0	3.1			
Monitor outcomes over time.	0	2	5	8	2	3.6			

After completing the session in May participants noted the following ways they anticipated applying material about outcomes,

- move from open-ended tasks to outcome-based objectives,
- develop SMART goals, and
- using the 5 Whys.

“Outcomes will help guide why we do this and encourage more ideas through small successes.”

When asked *what you have done differently as a result of the last training session* participants reported they:

- measured outcomes with donors,
- developed a quarterly outcome measurement tool,
- created a performance standard monitoring tool,
- developed ways to track outcomes, and
- incorporated SMART language into work plans.

INTERVIEW DATA

In addition to completing surveys per training session participants completed interviews over the phone with the evaluators. Participants were asked open ended questions about the training, coaching, performance challenge, and overall FLI project. These data have been summarized and reported below.

Trainings. All participants reported the trainers were effective and the topics are relevant. . One participant commented that the trainers were “exceptional.” It was noted that some trainers are more knowledgeable about CDCs than others and few had information about specific cultural populations served by participants’ organizations. Overall participants are quite satisfied with the training sessions. Recommendations included:

“I think it has been 95% very good.”

- more information about finances,
- having time to delve deeper into topics,
- more unstructured time to socialize,
- and more on management skills.

“The presentation gets me pumped up, its different than I thought it would be.”

Coaching. Participants received 6.25 to 15.00 hours of coaching between May and October with an average of 9.26 hours. Coaching started with weekly phone contact and now happens once or twice per month. Coaching sessions address specific leadership topics defined by the coach, performance challenge status, and/or personal leadership goals and challenges.

Coaching is reported as quite helpful and a necessary component for the FLI project. Participants state that the coaching holds them accountable, keeps them on track, and helps them think in different ways. Participants appreciate when the coaching addresses professional growth and issues beyond the specifics of the performance challenge. Recommendations for coaching include:

- more contact,
- incorporating peer support,
- more “tie in” with training sessions,
- and more time spent on personal development versus the performance challenge.

“Very helpful. I wouldn’t be where I am on the performance challenge without the coaching.”

“Definitely helps me stay on track with my performance challenge.”

“I really like the coach and the time is well spent.”

Performance Challenge. A few participants were nervous about the performance challenge initially but all participants reported, after the first training session, that they knew what was expected of them. Most participants selected their performance challenge based on a combination of personal interest and an unmet need in the organization and/or community. Participants report they have what they need to accomplish the challenge and most feel they are on track to meet their goals. The support of the coaches, the NPF staff and co-workers are helpful to participants meeting their goals. Though most feel supported by their agencies some report their responsibilities have not changed to allow time to complete the FLI activities. The most noted barrier to accomplishing their challenge is time to dedicate to the project. Other barriers included changes within organizations, challenging old ways of thinking and doing within the organization, and dependency on external partners to accomplish tasks.

The support from the coaches, NPF staff and co-workers has been helpful to participants in achieving their goals.

Overall. Overall participants are benefiting from their experience in FLI and feel the program should continue. The biggest challenge to participating in FLI is finding time to dedicate to the training, coaching and performance challenge. Participants reported that their involvement in FLI thus far has made them more confident in their work and has "validated" their career path. Participants support the continuance of FLI and recommend:

- screening applicants to select those who will benefit the most from the information and
- not limiting the evaluation of FLI to the outcomes of the performance challenges.

Appendix B:
FUTURE LEADERS INITIATIVE

OVERALL PRE SURVEY

Name: _____ Position/Title: _____

For each skill listed below please circle the number that best corresponds to how much you know about, how confident you are, and how important it is to your work.

Leadership	How much do you KNOW about how to...		How <u>confident</u> are you in your SKILLS to		How important is this to your work?	
	<i>Nothing great deal</i>	A	<i>Not Very at all much</i>		<i>Not Very at all much</i>	<i>Somewhat</i>
			<i>1-----2-----3-----4-----</i>	<i>-5</i>		
Make major policy or program decisions.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Balance the interests of different stakeholders in making decisions.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Articulate a vision for your organization/ program that includes the vision of others.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Increase the number of people who are taking responsibility for carrying out the vision.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Encourage the creativity of others to solve problems.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Utilize mistakes as well as successes to move the organization forward.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Provide leadership and problem solving in response to new and unfamiliar challenges.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Use "story" as a change tool.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Challenge your organization to achieve higher levels of performance.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>
Build and lead effective teams.	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----3-----4-----</i>	<i>-5</i>	<i>1-----2-----</i>	<i>-3</i>

Communication – Networking																							
Speak publicly or present to another organization, public hearing, public meeting.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Consciously develop relationships that benefit your organization.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Devise and implement public communication strategies for your program, organization, or issue.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Develop and sustain collaborations between your organization and other organizations or agencies.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
<table border="1"> <thead> <tr> <th colspan="2">Policy and Action</th><th>How much do you KNOW about how to...</th><th>How <u>confident</u> are you in your SKILLS to</th></tr> <tr> <th colspan="2"><i>Nothing great deal</i></th><th><i>A</i></th><th><i>Not Very at all much</i></th></tr> <tr> <th colspan="2"></th><th></th><th><i>Not Very at all much</i></th></tr> <tr> <th colspan="2"></th><th></th><th><i>Somewhat</i></th></tr> </thead> <tbody> <tr> <td colspan="2"></td><td></td><td></td></tr> </tbody> </table>				Policy and Action		How much do you KNOW about how to...	How <u>confident</u> are you in your SKILLS to	<i>Nothing great deal</i>		<i>A</i>	<i>Not Very at all much</i>				<i>Not Very at all much</i>				<i>Somewhat</i>				
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			<i>Somewhat</i>																				
Identify specific economic and political trends that affect your organization or your clients.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Think about the effects of outside economic and political factors on your organization.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Create and initiate an action plan to influence local and/or state level change.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Organization Management																							
Hire people for your organizations.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Retain the right people for the organization	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Manage conflict among employees.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				
Identify and accommodate different styles of working and leadership in your program.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3																				

Manage people with difficult personalities to achieve successful work outcomes.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Manage change within your program.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Provide supervision and feedback to employees.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Facilitate meetings effectively (accomplish task, stay on agenda, complete in a timely manner)	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Identify, secure, and deploy resources to implement a program	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Develop a work plan with specific measurable outcomes.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Develop and manage a budget	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Read and understand your organization's financial statements and balance sheet.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Use a theory of change to guide program planning.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3

Cultural Competence - Diversity	How much do you KNOW about how to...		How <u>confident</u> are you in your SKILLS to		How important is this to your work?	
	<i>Nothing great deal</i>	<i>A</i>	<i>Not Very at all much</i>	<i>Not Very at all much</i>	<i>Not Very at all much</i>	<i>Somewhat</i>
Recruit and retain employees from a variety of backgrounds	1-----2-----3-----4----- -5		1-----2-----3-----4----- -5		1-----2----- -3	
Manage people from a variety of backgrounds to achieve successful work outcomes.	1-----2-----3-----4----- -5		1-----2-----3-----4----- -5		1-----2----- -3	
Recognize personal biases and their influence on decisions, interpersonal communications and behaviors in a	1-----2-----3-----4----- -5		1-----2-----3-----4----- -5		1-----2----- -3	

variety of situations			
Identify structural inequalities in the organization or community, and recommend policies, practices and/or behaviors that may remove or reduce the negative impact of these inequalities	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Create/maintain programs and communication strategies that respect and incorporate cultural values and norms of your clients and their communities	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Create and consciously evaluate how welcoming your work environment is to your diverse workforce.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Include consumers of service in program planning and implementation.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Outcome - Measurement			
Define measurable outcomes.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Incorporate outcomes in all aspects of your program (for employees, programs, and agency).	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Design methods/instruments to measure outcomes.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Use outcomes for program planning.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Distinguish between outcomes, process indicators, objectives, and tasks.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3
Monitor outcomes over time.	1-----2-----3-----4----- -5	1-----2-----3-----4----- -5	1-----2----- -3